

Course Syllabus

Course Title

Project Management

Semester

Summer 2017

Course Number

LIS590MGO

Instructor

Kevin Trainor

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Online Office Hours / Lab Session

Every Tuesday evening from 7:30 PM to 8:30 PM, I will be holding an Online Office Hours / Lab Session using the Drop In Room on the Blackboard Collaborate platform. You are invited to join us to discuss team formation, project direction, agile project management issues, technical issues, or any other topic of interest. After connecting to the Drop In Room on Blackboard Collaborate, join the Kevin Trainor Office Hours breakout room. When joining our session, please use a headset. If you have difficulty finding the Drop In Room, please contact the iSchool Help Desk for assistance at 217-244-4903 or 800-377-1892.

Meetings may be arranged on other days and at different times. Please contact me via email to arrange a meeting.

Catalog Description

Leaders who can effectively manage projects are needed in libraries, archives, museums, businesses and universities. This is a comprehensive course in project management for anyone who is serious about planning and managing successful projects. The course combines knowledge, tools and techniques that are common to managing successful projects in any field with insight into the special opportunities and challenges of managing projects in information-related fields. Traditional approaches to project management and more contemporary agile approaches to project management are both covered in depth.

Required Texts

Layton, M. (2012). *Agile Project Management for Dummies*. Wiley.

ISBN: 978-1-118-02624-3 (pbk)

ISBN: 978-1-118-22214-0 (ebk)s

ISBN: 978-1-118-26074-6 (ebk)

ISBN: 978-1-118-23585-0 (ebk)

Schwalbe, K. (2015). *Information Technology Project Management (8th ed.)*. Cengage Learning. **ISBN-10:** 1285452348, **ISBN-13:** 978-1285452340

Course Topics

- Modernizing Project Management
- The Agile Manifesto and Principles
- Why Agile Works Better
- Agile Frameworks
- Putting Agile into Action: The Environment
- Putting Agile into Action: The Behaviors
- Defining the Product Vision and Product Roadmap
- Planning Releases and Sprints
- Working Through the Day
- Showcasing Work and Incorporating Feedback
- Preparing the Release
- Introduction to Project Management
- The Project Management and Information Technology Context
- The Project Management Process Groups
- Project Integration Management
- Stakeholder Management
- Scope Management
- Time Management
- Cost Management
- Quality Management
- Human Resource Management
- Communications Management
- Risk Management
- Procurement Management

Course Objectives

- Understand the nature of projects and project management.
- Understand the differences in approach between agile project management and traditional project management.
- Understand the special requirements of managing project in the information field.
- Identify and explain the key elements of the five project management process groups.
- Identify and explain the key elements of the ten project management knowledge areas.
- Identify and explain the key elements of agile project management.
- Organize and conduct an small project using agile project management.

Readings

Required readings are assigned for most class meetings. Students are expected to do required readings before class.

Class Sessions

Since all lectures have been recorded, LEEP Live Sessions will be devoted to discussion and group breakout activities. In most weeks, our class work will take up the entire 2.5-hour period allocated. Nevertheless, if we manage to cover our work in less time, then I will adjourn the class earlier.

Please get a headset and learn how to use it and Blackboard Collaborate features effectively. If you are not an experienced hand at this, then please attend one of the excellent sessions offered by the iSchool ITD group. In my experience, the ITD group goes above and beyond the call when helping students and faculty get ready to use these tools effectively. They have even been known to schedule individual sessions for those of us who were unable to make group sessions.

I like the text-based chat feature of our learning platform. Sometimes a short comment or a quick question is best communicated using chat. But, I will expect you to turn on your microphone and talk when the real discussion gets started. My experience is that there is not a great difference between discussions in online classes and face-to-face classes provided that we all try our best to use the online tools effectively. If the class does not get the benefit of your questions, comments, and stories, then this will not be the effective graduate-level course that you deserve. So, please try your best to get over any shyness that you may have regarding using your headset and share what you have to offer with the rest of us. ***We want to hear from each of you.***

Exams

There will be two exams: a mid-term exam on the Layton book, and a final exam on the Schwalbe book. Both will be multiple-choice exams administered using the Moodle quiz feature. Exams will be open-book, open-notes, and open Internet. I only ask that you do your own work and I expect you to conform to the University of Illinois policy on Academic Integrity (see below).

You will be allocated a generous amount of time for each attempt at the exam. You may make as many attempts as you wish. Your highest grade will be counted.

The mid-term exam on the Layton book will include approximately 40 questions. This exam activity will be open for 7 days.

The final exam on the Schwalbe book will include approximately 100 questions. This exam activity will be open for 14 days.

Practice Quizzes

I have made practice quizzes available for each chapter of the Schwalbe book. These **practice quizzes are an optional course element.** I created them from the same question bank from which I created the exam. The purpose of the practice quizzes is to get a chance to practice this activity before the end of the semester. While the Moodle quiz feature will tell you your grade, this grade is not counted towards your grade in the course. Many students have found these helpful. Try them and decide for yourself.

I regret that there are no practice quizzes available for the content in the Layton book.

Team Project

We will be forming into teams over the first 2 Weeks of the Course. Each team will be responsible for creating a Web-based information resource site useful to new project management practitioners in their common field of interest. Each team will be comprised of 3 (minimum) to 6 (maximum) students. Please see the Team Formation Forum on our Moodle site for more information about getting started at Team Formation.

The project deliverable expected from each team is a Web-based professional resource site for new project management professionals in this field. I am recommending that you create your site with WordPress and use the hosting service available at the University (see Project-Related Technology Resources on our Moodle site). Teams are free to choose other WordPress hosting providers. Teams may even choose to use a different technical platform.

Keep in mind that this project is much more content-centric than it is Web-technology-centric. So, there will be no credit awarded for technical accomplishments that are more sophisticated than WordPress. If a team decides to use another platform, they should make the decision based upon ease of development and prior skill set.

Basis for Determining Grade

The various components of student work will contribute to the final grade based upon the following percentages:

- Exams: 40%
- Project Deliverables 50%
- Class & Group Contribution 10%

Letter grades will be determined as follows:

- A+ 97 - 100%;
- A 93 - 96%;
- A- 90 - 92%;
- B+ 87 - 89%;
- B 83 - 86%;
- B- 80 - 82%;
- C+ 77 - 79%;
- C 73 - 76%;
- C- 70 - 72%;
- D+ 67 - 69%;
- D 63 - 66%;
- D- 60 - 62%;
- F 0 - 59%;

Academic Integrity

Please review and reflect on the academic integrity policy of the University of Illinois, http://admin.illinois.edu/policy/code/article1_part4_1-401.html to which we subscribe. By turning in materials for review, you certify that all work presented is your own and has been done by you independently, or as a member of a designated group for group assignments.

When describing assignments in the syllabus or in other documents that provide the detailed requirements for one of your assignments, I have tried to be quite specific about the degree to which collaboration is encouraged and the degree to which you are expected to submit an original work of which you are the author. If you have any questions regarding the policy regarding a particular assignment, please contact me directly for advice.

Please be aware that the consequences of academic dishonesty will be severe. Students who violate university standards of academic integrity are subject to disciplinary action, including a reduced grade, failure in the course, and suspension or dismissal from the University.

Statement of Inclusion

<http://www.inclusiveillinois.illinois.edu/mission.html> As the state's premier public university, the University of Illinois at Urbana-Champaign's core mission is to serve the interests of the diverse people of the state of Illinois and beyond. The institution thus values inclusion and a pluralistic learning and research environment, one which we respect the varied perspectives and lived experiences of a diverse community and global workforce. We support diversity of worldviews, histories, and cultural knowledge across a range of social groups including race, ethnicity, gender identity, sexual orientation, abilities, economic class, religion, and their intersections.

Accessibility Statement

To obtain accessibility-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TTY), or e-mail a message to disability@uiuc.edu.

Contact Hours

This course will require approximately 45 contact hours.

Last Revised

2017-06-11